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ANNUAL REPORT

OF THE

Superintending School Committee

OF THE

TOWN OF WALPOLE,

WITH THE

HIGH SCHOOL REPORT.

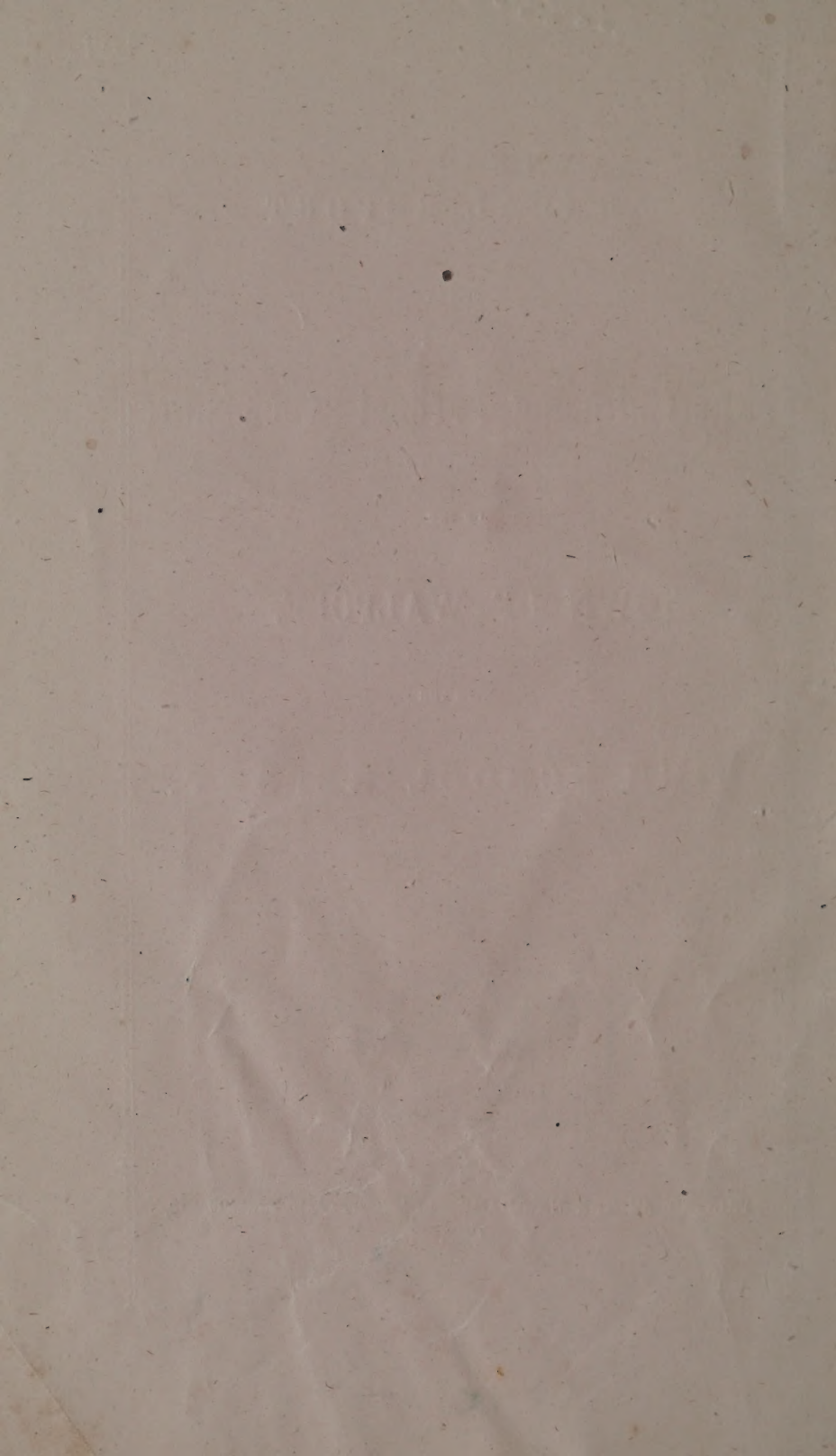
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1866.



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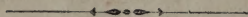
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## COMMITTEES.

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DR. J. WM. KNIGHT, } *Town*  
J. W. HAYWARD, } *Superintending*  
GEO. H. GILBERT, } *School Committee.*

DR. J. WM. KNIGHT, } *Superintending*  
J. W. HAYWARD, } *School Committee*  
C. M. FOSTER, } *District No. 1.*

## PRUDENTIAL COMMITTEES.

DISTRICT No. 1, C. B. LUCKE,

- " " " J. JENNISON,
- " " " A. R. JOHONNOT,
- " " 2, N. MUNROE,
- " " 3, G. JENNINGS,
- " " 4, W. W. GUILD,
- " " 5, A. CLARK,
- " " 6, E. E. WEBSTER,
- " " 7, E. PROCTOR,
- " " 8, S. A. MITCHELL,
- " " 9, WM. HOOPER,
- " " 10, WM. HALL,
- " " 11, A. DUNSHEE,
- " " 12, A. A. BECKWITH,
- " " 13, R. C. FAY,
- " " 14, H. C. RAWSON.

# REPORT.

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## SUMMER SCHOOLS.

No. 2.—Taught by Miss ABBIE A. MONROE of Marlow, with good success.

No. 3 was taught by Miss EMILY M. GREENE with very good success. The discipline of the school was excellent, and the improvement of the scholars in most of their studies, from the commencement to the close of the term, was very satisfactory.

No. 4.—Miss ROSELLA E. FAY—she is an efficient teacher and her labors were very satisfactory.

No. 5.—No Summer School.

No. 6.—No Summer School.

No. 7.—No Summer School.

No. 8.—Miss M. F. PROCTOR. This is a pleasant, quiet school; and the pliability of the pupils gives a good report of home management. Miss P. appears to possess the faculty of gaining the good will of her scholars, and the consequence is a good interest in their studies.

No. 9 was taught by an experienced teacher, Miss CARRIE O. MASON, with decided success. The examination at the close of the school was very creditable to both teacher and scholars.

No. 10.—Miss LUCY M. HOUGHTON. This was a pleasant, interesting school. There was a good understanding between the teacher and pupils. This was Miss H's first attempt at teaching; and from her success we would recommend her to thoroughly prepare herself for the occupation and continue in the good work.

No. 11.—No Summer School.

No. 12.—This school although small in numbers was very well managed by Miss HATTIE O. MASON. Her scholars manifested considerable interest in their studies.

No. 13.—Miss ELMINA M. FAY. The school was quite large, and from the elements of which it was composed required great care and skill in its management. The wants of the district were well met in their teacher, who labored with an untiring zeal and energy for the good of the school. We believe in *working* teachers, and such a one is Miss Fay, who deservedly stands among our best.

No. 14.—Miss CARRIE A. WRIGHT of Walpole, taught the summer term to the satisfaction of the committee.



## WINTER SCHOOLS.

No. 2.—Miss **ABBIE A. MONROE** of Marlow, with good success. We noticed much more than usual improvement of a few scholars who had never been to school before. There has been a very irregular attendance.

No. 3.—**ALFRED T. BATCHELDER**. The classes of large scholars would be creditable to any school, as they appeared to feel the necessity of improving their time for study; and were, some of them, of more than average mental abilities; but there was evidently too much random work; and the teacher lacked that system and accuracy which are absolutely essential in conducting a good school.

No. 4.—**MR. JOTHAM M. PAYNE** of Westmoreland, the same superior teacher of last winter, was equally successful in the performance of all his duties: but the indiscretion of a few scholars necessitated their dismissal, which with some sympathetic feeling of others, we think had a bad influence upon the school.

No. 5.—The winter school was commenced by Miss **NELLIE M. FARR** of Westminster, Vt., and at our first visit the school appeared well; but after teaching it six weeks she left it without reporting to us any reason for so doing. Miss **JOSEPHINE H. DICKEY** of Walpole, was employed to complete the term, and proved to be an efficient teacher.

No. 6. Miss **ROSELLA E. FAY**. The number of scholars is small, but still the teacher made the school interesting.

No. 7. Miss **M. F. PROCTOR**. The school was small, and appeared well at its commencement; but having no notice of its close, we visited it but once, and can say nothing of the progress of the pupils. As we heard no complaint we presume the district was satisfied.

No. 8.—Miss **M. F. PROCTOR**. This school presented its usual good appearance; and under the continued care of Miss P. could scarcely fail to be beneficial. We prefer under all circumstances to see a correct Register; but where there are pupils of only moderate abilities and indifferent habits of study, and withal, rather behind the average of children in point of scholarship, as there are more or less in all schools, to mark all alike with the highest symbols of credit, looks too much like favoritism for one's own school. It entirely destroys the use of the register for the purposes noted; and every person who would be considered competent to take charge of a school, should endeavor to use sufficient discernment to make a correct record, so as to give the true condition of the school to the public.

No. 9.—Miss **MARY L. LEACH** had charge of the school this term.—This was her second attempt at teaching; and the school being quite large, with some quite advanced scholars, made it difficult for her to fulfill all her duties satisfactorily. Her greatest failure, however, was

in discipline—the essential element to all success in school teaching, and too often wanting.

No. 10.—Miss ELLA H. GAY. We have seen no school this winter with which we were more pleased than No. 10. The systematic method of Miss Gay is what we would like to see in every school. There was no noise and confusion; all went on like clock work. We found the best readers here that we have seen this season. It may be called an exemplary school, and Miss G. an excellent teacher.

No. 11.—Taught by Mr. HENRY C. LEACH, was a very good school. This was his first term, but the school was small and the scholars disposed to do well, so that the improvement in their studies was marked. I am happy to say that the District have put their school-house in thorough repair, so that now it is very convenient and comfortable.

No. 12 was taught by Miss M. ADDIE MORSE. She labored hard in the school, gave special attention to reading, not allowing scholars to run on carelessly, but insisting upon the proper pauses and inflections with great patience and considerable success, as habits of years cannot be broken up entirely in one term. The examination was satisfactory—the discipline of the school good.

No. 13—Miss E. M. FAY. The school was kept in good, working order, and a general advance was the consequence. Dilligence was the motto which always brought ready recitations. Miss Fay is in every sense a working teacher—may she long be spared to the teachers' ranks.

No. 14—Mr. GEORGE A. CLARK of Bellows Falls, had the care of the school. This was his first term; and being quite young his marked success gives promise of much future usefulness as a teacher.

## GENERAL REMARKS.

### Reading.

It is indeed a matter of surprise and regret, that there are in our schools, and especially among the teachers, so many who may be called poor readers. As far as the benefit of reading, as commonly practiced, is concerned, it would be far more for the advance of the school to omit the reading exercises of the larger classes and devote the time to other studies. Care is required for the accomplishment of anything, and without it, it is as impossible to make a good reader as a good artist.

### Spelling.

How many a beautifully written letter has been spoiled by the misspelling of a few words. Yet, from the indifferent pains taken by some who have the charge of our schools to impart proper instruction in this branch of knowledge, it would almost appear as a matter of no consequence whether the spelling were right or wrong. We are pleased to state, however, that we have *some* teachers who realize the importance of correct orthography; and have taken great care to inspire an interest in the minds of the children that the work must be done right, and the words stored up in the mind for future use.



### Arithmetic.

We believe this science has received good attention in most instances; and we can show a reasonable share of good Arithmeticians. We are inclined to think, however, that it would be advantageous for older as well as younger scholars to have occasionally exercises in Mental Arithmetic. No one should make himself a slave to a pen or pencil, but acquire the power to carry on even lengthy computations in the mind.

### Grammar.

This has been thoroughly attended to in some of our schools, while in others it has been sadly neglected. We believe it to be for the great interest of every one who expects or desires to pass any part of his life as a public person, or as a member of enlightened society, to be well acquainted with the grammar of his own language. Probably no part of a person's education affords him a better passport to society than his Grammar.

### Penmanship.

Here, again is a culpable error. Writing is nearly ignored in the school room by some teachers as a small matter to be acquired at any time, without any degree of extra care or skill. We often think from the specimens furnished by some of the candidates for the office of teachers at the time of an examination, that they, too, were trained up in just such a school; and more than one school has been *blest* with such a teacher, who would or *could* not impart any correct knowledge of the principles of Penmanship; and if the pupils tried to pursue the art under such adverse circumstances, it would be only to contract bad habits which it would take a skilful teacher a long time to eradicate.

### Composition.

We believe it to be one duty of a teacher to train his pupils to putting their thoughts on paper. Nothing conduces more to the systematic arrangement of one's ideas than writing. It is one great means of learning to communicate with pleasure and ease. We wish to impart knowledge to others, and in no way can we learn to do it with more perspicuity than by writing, and we would recommend to all who have acquired the use of the pen to habituate themselves to writing, for the two fold purpose of improving not only their penmanship but also their language.

### Higher Branches.

Where the wants of a District require, we believe it to be expedient to introduce the higher branches of education into our common schools. We would by no means encourage scholars to leave any of the lower branches until they are familiar with them in all their forms; but more than three-fourths of our youth acquire all their *book* education in the district school. Children with humble means are often excellent scholars; and to withhold from them the only means by which they could educate themselves would be both cruel and unjust.

### Reform.

We think the partial failure of some of our schools and the total failure of others to accomplish what we expect of them, has resulted in some degree from the lack of real interest on the part of the parents for the welfare of the school. The district should spare no pains to procure the best teachers; and then do not attempt to control, but as-



sist and encourage, both in school and out. We should then hear less complaint of schools, though the teacher might not be quite perfect.—Many a school has been spoiled by hiring a poor teacher, because he could be obtained cheaply, and some schools have been *deluded* to hire a poor teacher by his asking a great price;—the wages of the teacher and his qualifications do not always correspond. We think it should be a rule invariably adopted by Superintending Committees, to commend no one who falls below what should be a proper standard for a teacher, and certainly favor no one simply because he may have commenced his school—that the district are willing to try him, or that he may have friends in the place who would be pleased with his company. Let the universal rule be to procure the services of as good a teacher as the wants of the district demand; give him every encouragement and assistance, and we soon shall have what we all desire to see—a higher standing for our district schools.

### Home Government.

In passing among the different schools, one is involuntarily struck with the different deportment of the pupils. It requires no great effort of perception to point out those from well regulated families. In no position in society can a teacher be placed for the realization of more heartfelt satisfaction, than in a school of orderly, well-disposed, intelligent pupils. But the anticipation of unalloyed pleasure in the social intercourse with such a school often proves Utopian. There are in many of our schools some who have never been governed at home, and consequently cannot be brought into any good degree of discipline at school without a vast deal of labor and often trouble. They have not learned that there is a pleasure in the simple act of obedience and deference to elders or superiors; and are too wayward to feel any degree of affection towards those who would be their most valuable friends. It is from such scholars that difficulties arise which often break up our best schools. It is impossible for a teacher to make order out of such elements without some clashing; and, as the parents commonly take sides with their children, we often see a whole district at variance on account of faults of parents alone. Government should begin at home. Then, if such parents or pupils find that their inclinations run counter to the interests of others, and they are indisposed to yield, they must not complain if the stern arm of the law is resorted to, to enforce right. But it is far better to let the law of love prevail; and, by so doing, keep *good will* in a community.—School troubles often cause permanent feuds, and never produce any good; therefore, keep clear of them, and endeavor to cherish all goodly feelings, and thereby promote the welfare of society, that the young people may grow up with no bias of mind towards their companions; that they may ever look back with pleasant recollections to their school days as the sunny time of life, and can give a happy greeting to their former school mates whenever they may meet them.

GEORGE H. GILBERT,  
J. WM. KNIGHT,  
J. W. HAYWARD.

TABLE I.

## SUMMER SCHOOLS.

DISTRICTS,.....	2	3	4	5	6	7	8	9	10	11	12	13	14
Length of School in weeks,.....	12	10	10				10	10	8		10	12	14
Wages of female teacher per month, including board,...	\$24	21	18				16	22	16		17	18	11
Scholars four years of age and upwards,.....	37	25	26				14	30	14		16	37	20
Average attendance,.....	26	21½	23				13	27	13		14	32	16
Number of scholars between four and sixteen,.....	37	24	25				14	29	14		16	37	20
Number of scholars over sixteen,.....	0	1	1				0	1	0		0	0	0
Number of tardinesses,.....	50	26	4				0	12	4		10	42	18
Number not absent,.....	0	2	7				0	8	6		3	14	0
Number not tardy,.....	14	12	22				14	24	12		11	19	14
Number neither absent or tardy,.....	0	3	7				0	8	4		1	9	0
Number of absences,.....	658	192	165				55	150	40		124	300	246
Number of visits by Superintending Committee,.....	2	2	2				2	2	2		2	2	2
Number of visits by Prudential Committee,.....	1	0	2				0	0	0		0	0	0
Number of visits by citizens and others,.....	14	49	66				24	48	30		42	35	34



TABLE II.

## WINTER SCHOOLS.

DISTRICTS, .....	2	3	4	5	6	7	8	9	10	11	12	13	14
Length of school in weeks,.....	17	11	11	14	13	13	10	12	13	12	10	12	12
Wages of male teacher per month, including board,....	\$ 24	47 $\frac{1}{3}$	47	26	22	26	16	24	25	29	32	28 $\frac{2}{3}$	32
Wages of female teacher per month, including board,...				11	3	13	19	30	22	15	28	30	34
Scholars four years of age and upwards,.....	40	25	45	74 $\frac{1}{3}$	4	11	14	25	20	12	23 $\frac{1}{3}$	27	25 $\frac{1}{4}$
Average attendance.....	27	23	37 $\frac{1}{3}$	74	4	12	19	29	17	12	27	28	29
Number of scholars between four and sixteen,....	40	17	31	7	4	1	0	1	5	3	1	2	5
Number of scholars over sixteen,.....	0	8	14	4	1	1	7	22	10	25	23	52	58
Number of tardinesses, ..	184	21	45	*	1	2	2	0	4	5	4	11	1
Number not absent.....	0	6	1		2	2	9	16	13	6	18	19	12
Number not tardy,.....	1	13	28		4	4	9	0	4	3	5	8	0
Number neither absent or tardy,.....	1	5	1		2	1	1	0	4	3	6	180	544
Number of absences.....	1105	122	460	60	87	275	300	128	165	165	66	180	544
Number of visits by Superintending Committee,.....	2	2	4	2	2	1	1	5	3	2	2	4	2
Number of visits by Prudential Committee,.....	1	2	3	1	1	0	1	1	1	1	0	1	0
Number of visits by citizens and others,.....	19	8	56	20	21	21	22	19	40	21	10	38	40

\* A week longer to keep—we give all we can.

† Incorrectly kept.

# SCHOOL REPORT DISTRICT NO. 1.

## PRIMARY DEPARTMENT.

The Primary School was taught during the year by the same teacher as last year, Miss ALMA A. WIER. We are happy to report this school as satisfactory in all respects. The scholars have been under excellent discipline, and have made much improvement during the year. A set of maps or cards adapted to scholars beginning to read, presented to the school by Mrs. MARY D. FAXON, has been very useful and interesting to the younger scholars, and a great aid to the teacher.

## INTERMEDIATE SCHOOL.

The spring term was taught by Miss MARY L. WATKINS. The school was large, having a class from the High School in addition to the usual number. She labored hard, and we think the scholars made fair progress in their studies. The discipline of the school, however, was somewhat lax. The summer term was taught by Miss E. JENNIE ALDRICH, with her usual success. She kept excellent order, with good recitations, and prompt obedience to all her requirements. There were few instances of tardiness and fewer absences. The winter term was commenced by Miss LEACH. The school was not prosperous; the scholars became disorderly and inattentive to their studies, although she undoubtedly did her best to preserve order, but unsuccessfully. There seems to have been some very discordant elements in the school for some reason during this term, with a spirit of insubordination and demoralization, for which it is difficult to account. The term was closed by Mr. J. H. ALLEN with somewhat better success. But we are obliged to report this school as far below its former standard.

## HIGH SCHOOL.

There was no spring term.

Mr. A. F. HOWARD taught the fall and winter terms. The fall term was quite successful; the school was large, there being many scholars out of the district. The examination at the close was quite satisfactory. Mr. Howard offered a prize to the school, to be awarded to the best general scholarship and deportment during the term. During the winter term the school seemed to have fallen from the standard of the previous term; the discipline was not as good, and less interest was manifested by teacher and scholars. After eight weeks Mr. Howard left, representing sickness as the cause, and the school was not again resumed.



## GENERAL REMARKS.

We shall say but little in regard to the schools generally in the district, but a few suggestions may not be out of place. It appears to your committee that there is too little *co-operation* with the teachers by the parents and friends of the scholars. Simply sending children to school is not *all* the duty of parents, but in addition they should see to it that their influence over their children at home is such that the teacher may feel that his or her efforts to preserve good order and interest in the school are seconded by them; and that no insubordination will be upheld or countenanced; but that all reasonable requirements of the teacher will be enforced by them; thus giving the teacher confidence and an authority in the school which nothing else can give. Some allusion, in last year's report, was made to the habit of parents sending written requests to excuse A, B or C, at all times of the day. It at last became so annoying that the committee were obliged to forbid any scholars from being excused, particularly as they had good reason to believe that all requests for dismissal did not originate in the parents. We trust that in the year to come teachers and scholars will endeavor to reach a higher standard of excellence; the failures in the past only stimulating them in the future; and that in the next report the committee may have nothing to censure but everything to approve.

J. W. KNIGHT,  
J. W. HAYWARD.

TABLE III.

## DISTRICT NO. 1.

	SPRING TERM.			FALL TERM.			WINTER TERM.		
	Primary.	Intermediate.	High School.	Primary.	Intermediate.	High School.	Primary.	Intermediate.	High School.
Length of school in weeks,.....	12	12		11	11	11	12	12	8
Wages of teacher per month, including board,.....	\$28 00	\$28 00		\$28 00	\$32 00	\$60 00	\$32 00	\$36 00	\$60 00
Number of scholars four years of age and upwards,.....	48	50		52	42	42	31	44	36
Average attendance,.....	36½	41½		40½	36½	37	22½	32½	27
Number of scholars between four and sixteen,.....	48	47		52	42	10	31	44	7
Number of scholars over sixteen,.....	0	3		0	0	27	0	0	20
Number of tardinesses,.....	7	4		20	5	12	25	34	2
Number not absent,.....	6	6		9	5	0	5	3	3
Number not tardy,.....	41	48		40	40	14	25	31	25
Number neither absent or tardy,.....	6	6		7	3	1	6	2	5
Number of absences,.....	690	510	No School.	632	269	55	500	690	351
Number of visits by Superintending Committee,.....	6	8		5	7	3	4	30	17
Number of visits by Prudential Committee,.....	1	3		1	1	1	2	2	2
Number of visits by Citizens and others,.....	68	152		140	142	102	97	22	20





